

Hamlyn Banks Primary School

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Hamlyn Banks
Primary School

STUDENT WELLBEING AND ENGAGEMENT

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Hamlyn Banks Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Attendance- see attendance policy
8. Engaging with families
9. Evaluation

POLICY

- **School profile**

Hamlyn Banks Primary School is located on the Western edge of Geelong in the suburb of Hamlyn Heights. Enrolment has been stable at around 370-380 over the past few years.

The school offers a comprehensive educational program across all year levels. Our staff are committed to ongoing development and professional growth. Facilities include 16 dedicated classroom spaces, Visual and Performing Arts spaces, STEM, Library and Multi Purpose Rooms. All learning spaces make effective use of Learning Technologies across the curriculum. Outdoor facilities include an oval with football and soccer goals, netball and basketball courts, an undercover sandpit and three areas with playground equipment.

During recesses our students with ASD may attend a withdrawal area called the Recess Club.

There are seventeen students on the *Program for Students with Disabilities (PSD)*. A school coordinator oversees this program with six Education Support Staff (ESS) being employed. ESS support in classrooms as well as supervising

various recess programs. A dedicated ESS is employed to implement the Language Support Program overseen by the School Speech Pathologist.

Student Leadership includes four School Captains, House and Vice-captains, Performing Arts/Learning/ICT Captains and Junior School Council. Captains participate in a rigorous selection process.

A full-time Student Wellbeing Officer supports students and families in many different aspects of student welfare.

There is a wide range of socio-economic status amongst our families. The percentage of students from diverse racial and ethnic backgrounds is low with very few EAL students being enrolled. We have a supportive school community with a goal to increase effective levels of parent participation.

Our School Values of 'Being Safe, Being Respectful and Being a Learner' are reflected in everything we do. A matrix to clearly describe how these values will look at school was reviewed and updated in 2019, with student input. Restorative Practice is a major focus at Hamlyn Banks when dealing with issues and all staff have been trained in this procedure. The school is engaged in the Real Schools Program with Adam Voigt. Staff continue to look for ways to improve student behaviour and address issues of bullying so that students can feel safe at school.

A Learning Launch Program is implemented at the beginning of each year to establish class expectations and reinforce school values.

Attendance is an area for improvement and a plan has been developed to improve overall attendance as well as supporting students and families where absenteeism is extreme. The school works closely with outside community agencies to support families in getting their children to school.

Transition between year levels has been another area for improvement. A comprehensive plan is in place to support students and parents to be more comfortable and confident about changes at the end of each year. A targeted year 6-7 program is implemented by an ESS for identified students.

Enrichment programs are offered in the areas of Debating, North Geelong Science Program, State School Spectacular, Choir, School Band and Performance Group, Bike Education, Student Leadership and Personal Development and Junior School Council.

- **School values, philosophy and vision**

Hamlyn Banks Primary School follows the Positive Behaviour Support approach – strengthened by Restorative Practices. This is a whole school approach to creating an environment, which encourages effective learning through the development of a positive, calm and welcoming atmosphere. We encourage positive feedback to students often and endeavour to teach students how to behave appropriately.

We frame our behaviour support around three school-wide expectations. These three expectations are:

Be Respectful, Be Safe, Be a Learner

We recognise that learning social skills and socially acceptable behaviours is a process, which everybody moves through at a different pace. Learning appropriate social skills is seen in the same light as learning how to read or complete maths. Some people need more assistance in some areas and less in others.

We know that all behaviour change is hard work and it is critical that school and home are working together with shared goals. We involve families from the start of any behaviour change effort to ensure we are all on the same page.

Every aspect of what we do at Hamlyn Banks reflects our School Values of "Being Safe, Being Respectful and Being a Learner". Students, staff and members of our school community are encouraged to live and demonstrate our core values at every opportunity.

- **Engagement strategies**

Hamlyn Banks Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social,

emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Tier 1 Universal Strategies:

- School Improvement Team (SITs) will monitor Student Engagement AIP and develop strategies to achieve goals.
- Classroom Systems that incorporate research validated practices are adopted to create effective classrooms. Systems include: creating positive relationships, organised physical spaces, active supervision, high and consistent classroom expectations, classroom procedures and routines, encouraging expected behaviour, responding to challenging behaviour and adjusting task difficulty
- high and consistent expectations of all staff, students and parents and carers
- parents/carers are welcomed and responded to as partners in learning
- Using a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data is analysed and responded to.
- Development of a School Matrix to explicitly teach how it will look and feel if ***'I am safe. I am respectful. I am a learner'***.
- Carefully planned transition programs support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- Student attendance is monitored and attendance improvement strategies implemented at a whole-school, cohort and individual level
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums.
- Students are encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- Cross-age connections amongst students through buddies, Student Leadership Programs and music programs are implemented.
- School wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Respectful Relationships Program is implemented P-6 to promote and model respect, positive attitudes and behaviours and teach children how to build healthy relationships, resilience and confidence.
- Zones of Regulation to support students to manage their own emotions.
- Staff Meeting 'Student Snapshot' to share about students who may need additional support.
- Staff training in First Aid, Anaphylaxis and Asthma.
- Life Education Van (biennial) and Bravehearts (annually)
- Restorative Practice will be the preferred method for dealing with issues.
- Records of Yard Duty and Classroom incidents will be recorded on Compass.
- Students/Parents/Carers in years 3 to 6 to sign an Technology Agreement.

Targeted

- Professional Learning Teams monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are connected with a Koorie Engagement Support Officer where appropriate.
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- wellbeing staff will undertake skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

- Zones of Regulation work with targeted students.
- HBPS is engaged with the SALSEL (Speaking and Listening School Early Learning) Program in 2020, targeted to develop Oral Language in Foundation students.
- Language Support Groups under supervision of Network Speech Pathologist.
- Targeted year 6-7 Transition Program for identified students.
- Recess Club for ASD and other students who may need time out from the playground.

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- LOOKOUT Centre (children who are in court ordered care)
- Training for staff for children with specialised needs, e.g. haemophilia
- *Medical Plans where required.*

Hamlyn Banks Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.
- **Identifying students in need of support**

Hamlyn Banks Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Student Wellbeing staff play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Hamlyn Banks Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance

- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- **Student rights and responsibilities**

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.
- **Student behavioural expectations**

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Hamlyn Banks Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Hamlyn Banks Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- Restorative Continuum (Real Schools)
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- restorative practices
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

Attendance

See policy

Attendance has been identified as an area for improvement at HBPS.

An Action Plan to address this issue has been developed.

- **Engaging with families**

Hamlyn Banks Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

- **Evaluation**

Hamlyn Banks Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

Child Safe Standards, Bullying Prevention Policy, Attendance

REVIEW CYCLE

This policy was last updated on March 2020 and is scheduled for review in March 2024